

Texas Education Agency Standard Application System (SAS)

2016-2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JULY - 9 PM 1:22 DOCUMENT CONTROL CENTER </div>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, November 8, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Abilene ISD	221-901		
Vendor ID #	ESC Region #	DUNS #	
221-901	14	073142846	
Mailing address	City	State	ZIP Code
PO Box 981	Abilene	Texas	79601-0981

Primary Contact

First name	M.I.	Last name	Title
Cheryl	E.	Cunningham	Ex. Dir of Federal Programs
Telephone #	Email address		FAX #
325-677-1444; ext. 7475	cheryl.cunningham@abileneisd.org		325-794-1326

Secondary Contact

First name	M.I.	Last name	Title
Jennifer	D.	Putnam	Dir. of Early Childhood
Telephone #	Email address		FAX #
325-671-4569; ext. 7720	jennifer.putnam@abileneisd.org		325-794-1326

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
David	E.	Young	Superintendent of Schools
Telephone #	Email address		FAX #
325-677-1444; ext. 7639	david.young@abileneisd.org		325-794-1498
Signature (blue ink preferred)		Date signed	

11/07/2016

Only the legally responsible party may sign this application.

701-16-109-021

Schedule #1—General Information

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 221-901

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	221-901	David E. Young, Supt.	325-677-1444; ext. 7639	\$262,981
	Taylor County- Abilene ISD		david.young@abileneisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$262,981

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Schedule #4—Request for Amendment

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Abilene ISD plans to partner with the Day Nursery of Abilene to develop and implement a three-year contractual agreement for education services designed to expand access and service delivery models for eligible 3 and 4-year-old children, increase continuity of instruction, promote kindergarten readiness and assure successful transition to public school settings. The Day Nursery of Abilene is a private non-profit child care agency providing child care services primarily for low-income working parents the majority of who are eligible for the state subsidized child care program (CCS). The ages of children in care include infants (at birth) through age 10 years. Currently the Day Nursery of Abilene's Cedar Street Center is a TRS 4-Star child care center and will be the initial partner in the grant. In addition, the Day Nursery of Abilene's Sherry Lane and Vine Street centers are 3-star providers with applications in place and reassessments scheduled in effort to receive their TRS 4-Star designation prior to the beginning of this grant. It is anticipated that these centers will be included in grant activities for the three-year period. All Day Nursery of Abilene Centers include and follow the Texas School Ready model for all of it's three-year-old program classrooms and would continue doing so under this grant opportunity. Grant funding will also be utilized to develop a sustainability plan for continuation and expansion of partnerships after the grant period including the proposed utilization of state subsidized child care funding for eligible low-income families to sustain and continue this collaborative effort with the Day Nursery of Abilene. Abilene ISD and the Day Nursery of Abilene propose to implement three full-day, full-year Pre-K classrooms housed in Day Nursery's TRS 4-Star centers, to be operated under a contract for educational services for a minimum of 75,600 minutes per year, for three years. C.D.A. qualified Day Nursery staff will provide Prek services during the summer months. The L.E.A. will use grant funds to reimburse the Day Nursery for the use of 4,776 sq. feet of classroom space in three TRS 4-Star centers, pay the related staff salaries necessary to expand and supplement the current partnership, purchase additional materials, supplies and furnishings required to properly equip the program classrooms. The L.E.A. will recruit, identify, and enroll eligible 3 and 4-year-old students during its regularly scheduled recruitment drives, in addition to weekly enrollment opportunities offered to the community. The Day Nursery will assure that all paperwork, documents, and immunization records required for enrollment in the L.E.A. for PEIMS purposes is completed and received by the District. Day Nursery will also verify students' eligibility for C.A.C.F.P. and will provide the meals required for each eligible student. The L.E.A. will utilize A.D.A. generated funds to hire and provide three State certified Pre-Kindergarten teachers to teach in the Day Nursery of Abilene TRS 4-Star full-day pre-kindergarten classrooms utilizing the state approved Frog Street PreK Curriculum, including Dr. Becky Bailey's Conscious Discipline concepts for teaching self-regulation. Grant funds will be utilized by the Day Nursery to hire well qualified paraprofessionals to serve alongside the L.E.A. certified teachers as classroom teaching assistants. Wrap-around child care in the TRS 4-Star centers will be made available to students needing extended care using CCS or other community funding sources accessible to the Day Nursery of Abilene. Together, the L.E.A. certified teachers, and the TRS 4-Star paraprofessional teacher assistants will implement a high-quality Pre-Kindergarten program designed to ensure all students develop the necessary school-readiness skills in preparation for a smooth transition into elementary school to assure school success. The A.I.S.D. Early Childhood Program will partner with Day Nursery to provide collaborative professional development designed to improve the instructional skills of all Day Nursery and L.E.A. Pre-K staff. Professional development in the implementation of the FrogStreeet Curriculum and on the 10 domains of the Texas Pre-Kindergarten Curriculum Guidelines will be provided, in addition to other appropriate training topics. In addition, AISD staff will receive appropriate training on Texas Rising Start requirements and guidelines. Grant funds will be utilized to assure that the TRS 4-Star paraprofessional teaching assistants complete CDA training, apply for and receive their CDA credentials, and receive up to a \$1.50/hour (\$1500 per year) raise in their hourly wages to compensate them for this increase in their qualifications and professional skills. All project staff will also receive training in the CLASS domains and indicators so that their adult-child interaction and instructional skills are improved and can support greater achievement by students. Additional participants from TRS-2 and TRS-3 centers may participate in the training activities provided for grant participants to help move their centers towards TRS 4-Star certification. Shared training provides for the cooperation of resources, shared knowledge and standards of quality including Prekindergarten Guidelines. The provision of these training activities are extremely beneficial and important for area child care providers desiring to gain participation in the TRS/QRIS process noted as an activity to improve the quality of child care outlined in the Child Care Development Block Grant (CCDBG) reauthorization of 2014. With local Workforce Solutions quality funds for training currently being decreased for such activities, these trainings are crucial for child care providers to implement early

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

learning and development guidelines describing what children should know and be able to do for kindergarten entry. CLASS observations by CLASS reliable observers will be conducted in the project classrooms a minimum of twice each school-year to inform instructional coaching and assure teachers' and aides' adult-child interactions and overall instructional skills continue to develop and grow more effective. Additional CLASS observations may be implemented in specific classrooms when warranted by previous observations results that are considered to be below expectations. On-site coaching, mentoring and consultation will be provided on a weekly basis by the partially grant funded program facilitator and grant funded teacher coach/mentor in order to support the teaching staff's effective delivery of the curriculum and to assure the fidelity of curriculum implementation and progress toward the completion of project goals. The partners will work collaboratively to design and implement high-quality educational environments in which to serve the children from the L.E.A. waiting list that are anticipated to enroll, or students who transition from half-day SRI classes into the full-day classrooms. Grant funds will be used to purchase classroom furnishings and instructional supplies needed to support effective implementation of the Frog Street PreK curriculum and to provide age-appropriate educational activities and experiences. Grant funds will be used to purchase appropriate technology and software applications supportive of the curriculum for students' use in the classrooms. Additional technology will be purchased for teachers to use in lesson planning and for use in the administration of the CLI Engage CIRCLE on-going monitoring tool used to assess students' skill development, as well as wireless internet connection access points in the three project centers so that on-going monitoring results can be synced with the CLI Engage website to create needed reports and targeted student intervention plans. Students' skill development will be assessed using the CLI Engage CIRCLE monitoring tool at the beginning, middle, and end of the school year. On-going monitoring results will be utilized to provide formative evaluation data and individualized, targeted interventions for each student as they work towards mastery of the curriculum and development of school readiness skills. Summative evaluation of student growth and school readiness will be assessed via the use of a T.E.A. approved Kindergarten Readiness Assessment tool. On-going monitoring results with the CLI Engage progress monitoring tool and the final kindergarten readiness assessment results will be compared with those of the district's traditional prekindergarten students to determine if the results are similar. Program adjustments will be made as needed to address any discrepancies. The Day Nursery of Abilene will provide quarterly opportunities for family enrichment and engagement activities. All enrolled families will also be invited and included in parent training opportunities and family engagement activities offered by the AISD Early Childhood program. The Day Nursery of Abilene's Program Director will serve as the Project Coordinator, with the portion of her salary paid by grant funds to be based upon time and effort records. Time and Effort records will be maintained on the L.E.A. provided weekly Time and Effort documentation form and submitted monthly to the L.E.A. The TRS 4-Star Project Coordinator will work closely with the Day Nursery center directors and L.E.A. administrators to implement the project. The L.E.A. Executive Director of Federal Programs will conduct project evaluation activities, beginning with the development of a comprehensive monthly responsibility chart to assure that all project activities are clearly assigned to a staff member for completion and on-going monitoring. L.E.A. and TRS 4-Star center staff will meet monthly to review data and reports to assure all project activities are on track and completed within required timeframes. The L.E.A. will also implement the compliance and monitoring tool provided by the Texas Education Agency a minimum of two times a year to assist with project monitoring. This monitoring tool will be used to inform needed adjustments throughout the project period to assure completion of all required activities and attainment of project goals and objectives. The Abilene ISD and the Day Nursery of Abilene have a proven successful record of collaborating in school readiness integration activities since 2005. This established framework will be used to structure the expanded partnership as well as the development of an updated MOU to provide guidance, direction and to outline the responsibilities of each party. The ultimate goal and projected outcome is to use this grant funding opportunity in collaboration with a quality TRS-4 provider to prepare additional low-income children to be school ready and prepared for kindergarten by using available space at the Day Nursery of Abilene and eliminating additional facility burden on the Abilene ISD. Meeting the objectives of this grant opportunity will provide the A.I.S.D. with an increased population of school-ready students that are eager to learn and succeed in school.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 221-901	Amendment # (for amendments only):
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158	
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$148,299	\$10,000	\$158,299	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$56,887	\$0	\$56,887	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$25,000	\$0	\$25,000	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$2,500	\$0	\$2,500	\$0
Schedule #11	Capital Outlay (6600)	6600	\$17,295	\$0	\$17,295	\$0
Total direct costs:			\$249,981	\$10,000	\$259,981	\$0
0.0114% indirect costs (see note):			N/A	\$3,000	\$3,000	\$0
Grand total of budgeted costs (add all entries in each column):			\$249,981	\$13,000	\$262,981	\$0

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$262,981
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$13,149

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 221-901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	0	3	\$0	\$0
2	Educational aide	3	0	\$56,160	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	1	\$10,000	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Other Employee Positions					
15	Instructional Coach/Mentor	1	0	\$55,000	\$0
16	Title	0	0	\$0	\$0
17	Title	0	0	\$0	\$0
18	Subtotal employee costs:			\$121,160	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$15,000	\$0
20	6119	Professional staff extra-duty pay		\$0	\$0
21	6121	Support staff extra-duty pay		\$0	\$0
22	6140	Employee benefits		\$22,139	\$0
23	Subtotal substitute, extra-duty, benefits costs			\$37,139	\$0
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$158,299	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 221-901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Purpose: Rental of 4,776 sq. ft. of classrooms space in TRS-4 centers @ \$.80/sq. ft. per month for 9 months, including utilities and janitorial services	\$34,387	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$34,387	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	CLASS training for all project staff	\$5,000	\$0
2	CLASS Observations for the TRS-4 project classrooms	\$5,000	\$0
3	Professional Dev. activities across the 10 domains of the state Pre-K curriculum	\$12,500	\$0
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$22,500	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$56,887	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 221-901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$25,000	\$0
Grand total:		\$25,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 221-901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,500	\$0
Grand total:		\$2,500	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 221-901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2	Laptop computer (teacher use)	3	\$1,200	\$3,600	\$0
3	Tablets (student use)	15	\$570	\$8,500	\$0
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Installation of wireless internet access points in TRS 4-Star center classrooms			\$5,195	\$0
Grand total:				\$17,295	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			17,031	
Category	Number	Percentage	Category	Percentage
African American	23	20%	Attendance rate	95%
Hispanic	40	35%	Annual dropout rate (Gr 9-12)	DNA%
White	51	45%	Students taking the ACT and/or SAT	DNA%
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	60	53%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	0	0%		
Disciplinary placements	0	0%		

Comments

The data above reflects only the students projected to be served in the TRS 4-Star provider classrooms at the Day Nursery. Because shared professional development will impact all 3 and 4-year-old students enrolled in the L.E.A. PreK program as well as those enrolled in the TRS 4-Star providers PreK classrooms, that all inclusive data is as follows:

Total number of 3 and 4 year old Prek students enrolled in LEA classrooms: 734

African American: 160 (22%); Hispanic: 366 (50%); White: 168 (23%); Asian: 9 (.01%); Other: 40 (.04%)

Economically Disadvantaged: 664 (90%)

LEP: 63 (.09%)

Attendance: 95.2%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	DNA%	No degree	DNA	DNA%
Hispanic	DNA	DNA%	Bachelor's degree	DNA	DNA%
White	DNA	DNA%	Master's degree	DNA	DNA%
Asian	DNA	DNA%	Doctorate	DNA	DNA%
1-5 years exp.	DNA	DNA%	Avg. salary, 1-5 years exp.	\$43,500	N/A
6-10 years exp.	DNA	DNA%	Avg. salary, 6-10 years exp.	\$44,600	N/A
11-20 years exp.	DNA	DNA%	Avg. salary, 11-20 years exp.	\$50,000	N/A
Over 20 years exp.	D	DNA%	Avg. salary, over 20 years exp.	\$53,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0														0
Open-enrollment charter school	0														0
Public institution	0														0
Private nonprofit	66														66
Private for-profit	0														0
TOTAL:	66														66

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	45														45
Open-enrollment charter school	0														0
Public institution	0														0
Private nonprofit	11														11
Private for-profit	0														0
TOTAL:	56														56

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Woodson Early Childhood Center	221-901-125	Established by the L.E.A. to be consistent with state eligibility criteria
Locust Early Childhood Center	221-901-117	Established by the L.E.A. to be consistent with state eligibility criteria
Day Nursery of Abilene, Cedar Street Center	License # 503038-3770	Established by the L.E.A. to be consistent with state eligibility criteria
Day Nursery of Abilene, Sherry Lane Center	License # 39108-3770	Established by the L.E.A. to be consistent with state eligibility criteria
Day Nursery of Abilene, Vine Street Center	License # 87700-3770	Established by the L.E.A. to be consistent with state eligibility criteria

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In October/November of each year, the Abilene ISD Early Childhood Program conducts a detailed community wide strategic planning and needs assessment in order to design a program that is responsive to community needs and builds on existing strengths and resources. This assessment provides specific information regarding the demographics of low-income children and families in the service area, as well as families' needs, strengths and available resources. The community assessment examines the number of eligible children, including their geographic location, race, ethnicity, and languages they speak, numbers experiencing homelessness, numbers in foster care, number of children with disabilities and types of disabilities and relevant services and resources provided to these children by community agencies. Additional information is gathered on the education, health, nutrition and social services needs of children and their families, including prevalent social or economic factors that impact their well-being; typical work, school and training schedules of parents; other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served; resources that are available in the community to address the needs of eligible children and their families; and strengths of the community. This assessment is updated annually in order to reflect any significant changes in the community, rates of child and family homelessness, and significant shifts in community demographics and resources. As a part of completing the needs assessment, program administrators examine census and other available data sources, contact community agencies serving low income children and their families to gather additional data and information regarding available services and resources. These agencies also give specific feedback as to the needs of low-income children and their families. The program also involves parents in the process, requesting feedback as to the strengths and needs of their families. When all data has been collected, the program administrators meet to analyze the information and define community strengths, identify specific community needs, and develop both short and long-term goals to address the needs. The completed community assessment is then shared with a Parent Policy Council composed of elected parent representatives who review the information and provide additional input and final approval to the list of strengths, needs and the proposed short and long-term goals. Finally, the community assessment then is utilized to develop written program plans and services that are reflective of the community's needs.

The Community Assessment completed for 2016 indicates a need for additional enrollment "slots" to serve eligible 3 and 4-year-old children who qualify for Pre-K, but are not currently being served. The assessment also indicates that the vast majority of parents work full-time or are enrolled in higher education, and are therefore needing full-day care for their children. While the local TRS 4-Star childcare centers can offer excellent full-day child care, they do not have the funding, staffing or certified teachers necessary to provide high-quality Pre-K educational services that support children in becoming school-ready by the time they reach kindergarten. The school district does not have the facilities needed to serve all eligible three-year old students and therefore maintains a waiting list of approximately 132 eligible three year-olds. Since 1973 the Day Nursery of Abilene has worked to address the child care needs of low-income working parents and partners with Abilene ISD and other agencies in the community to provide a comprehensive child care program to benefit children, families and the community. The agency is a private non-profit and provides child care services primarily for low-income working parents the majority of who are eligible for the state subsidized child care program (CCS). The ages of children in care include infants (at birth) through age 10 years and the current waiting list numbers 278 children including preschool age children. Since the Day Nursery centers also provides care for infants and toddlers, there is normally a steady flow of eligible preschool children as younger children grow in age. The state-wide freeze by TWC on provider placements of children eligible to receive subsidized child care has caused the West Central Texas wait list to grow to 471 children/277 families. The TRS 4-Star child care centers operated by the Day Nursery of Abilene have space available for additional classrooms, but do not have the payroll or professional development funding necessary to employ certified teachers and other well-qualified instructional staff who will complete their CDA credentials and the training in the ten domains of the Pre-K curriculum guidelines necessary to implement the curriculum with fidelity. Additional training would be required on the CLASS domains and indicators, and the implementation of the CLASS observation tool. Finally, the TRS 4-Star centers would require additional furnishings, technology, instructional materials, and staffing to implement high-quality, full-day Pre-K services in collaboration with the school district.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 221-901		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Additional full-day "slots" are needed to serve eligible three and four-year-old children who are not currently being served full-day, full-year by the L.E.A. or TRS 4-Star child care provider.	The partnership would allow space and funding for the TRS 4-Star child-care center(s) to offer additional full-day enrollment slots to serve eligible 3-year-old children on the L.E.A.'s and TRS 4-Star child care provider's waiting lists.
2.	Children who are being served in SRI partnerships are currently receiving half-day educational services from a certified early childhood teacher and need full-day, full-year services to assure that they are "school ready" by the time they reach kindergarten.	The partnership would allow the SRI classrooms to be expanded from half-day classrooms to full-day, full-year classrooms where an L.E.A. funded certified teacher provides educational services for 75,600 minutes a year. Additional child care hours and summer services would be provided as wrap-around care by the TRS 4-Star childcare partner as needed by each family.
3.	The TRS 4-Star child care partner needs additional staffing to implement full-day Pre-K classes in collaboration with the school district to serve children currently in half-day SRI classrooms.	Additional staffing paid by grant funding would allow the TRS 4-Star partners to open full-day classrooms to serve eligible 3 year-old children on the L.E.A. waiting list and to offer full-day, full-year educational services to 3 and 4 year-old children currently served in half-day SRI classrooms.
4.	Staff of the TRS 4-Star child care partners need additional professional development for the purpose of obtaining their CDA credentials and receiving intensive training on all ten domains of the Pre-K curriculum guidelines, CLASS domains and indicators, and the implementation of the CLASS observation tool.	The partnership would provide for joint training with the L.E.A. early childhood program/Pre-K staff and the TRS 4-Star child care center staff, as well as other local TRS-3 & TRS-2 child care providers. This training, coupled with implementation of CLASS training and CLASS observations, will result in high-quality educational services the enable all enrolled children to be school-ready.
5.	The TRS 4-Star classrooms need additional furnishings, technology, and instructional materials to implement high-quality Pre-K educational services to children enrolled.	Additional furnishings, technology, and instructional materials would allow the TRS 4-Star partner and the L.E.A. to design and implement high-quality Pre-K educational environments that support children's development of school-readiness skills.

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Schedule #14—Management Plan

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	State Certified PreK Teacher	Minimum of a bachelor's degree in elementary or early childhood education; state certification to teach PreK/Early Childhood; 1-5 years of experience teaching young children preferred
2.	Teacher Assistant	High School diploma; C.D.A. coursework in early childhood education; C.D.A. credential
3.	Project Coordinator	Bachelor of Science Degree in Education – early childhood endorsement
4.	Project Evaluator	Master's degree in school administration; state administrator certification; state supervision certification; state early childhood education (EC) certification; extensive experience administering and evaluating federal grant programs
5.	Prof. Dev. Consultants	CLASS reliable; certified or qualified to present professional development topics across the domains of the PreK curriculum guidelines; extensive experience in early childhood education, provision of high quality PreK services and professional development activities

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of children receiving high-quality, full-day PreK services	1. Examine LEA wait lists and identify eligible children	02/01/2017	04/15/2017
		2. Examine DNA wait lists and identify eligible children	02/01/2017	04/15/2017
		3. Examine CCS wait lists and identify eligible children	02/01/2017	04/15/2017
		4. Contact families and certify eligibility	05/01/2017	08/01/2017
		5. Select, enroll & serve children in project classrooms	08/01/2017	06/30/2018
2.	Increase the number of staff at the TRS-4 centers providing PreK services	1. Develop staff recruitment materials/advertisements	02/15/2017	03/15/2017
		2. Distribute recruitment materials to approp. venues	03/15/2017	04/15/2017
		3. Interview applicants and select new TRS-4 staff	06/01/2017	07/01/2017
		4. Conduct orientation and induction training activities	07/01/2017	08/25/2017
		5. New staff placement in TRS-4 project classrooms	08/01/2017	08/15/2017
3.	Increase the number of teachers and caregivers receiving high quality training	1. Develop/complete staff training needs assessment	05/01/2017	06/01/2017
		2. Develop professional development plans for staff	06/01/2017	07/01/2017
		3. Identify/contract with prof. development providers	05/01/2017	06/15/2017
		4. Conduct training activities	07/15/2017	06/30/2018
		5. Evaluate training outcomes	07/20/2017	06/30/2018
4.	Increase the quality and quality of technology and instructional materials	1. Identify specific technology needs at TRS-4 centers	02/01/2017	02/15/2017
		2. Develop a technology implementation plan	02/15/2017	02/30/2017
		3. Identify vendors and request/receive/analyze bids	02/30/2017	03/15/2017
		4. Complete P.Os for purchase of technology	03/15/2017	03/30/2017
		5. Install/implement technology in classrooms	06/01/2017	06/30/2018
5.	Increase the kindergarten readiness of participating students	1. Complete BOY CLI Engage student assessments	09/15/2017	10/15/2017
		2. Implement FrogStreet curriculum in classrooms	08/28/2017	06/30/2018
		3. Conduct/analyze MOY assessments	02/01/2018	02/15/2018
		4. Implement individualized intervention plans	02/15/2018	05/01/2018
		5. Complete EOY Kindergarten readiness assessment	05/05/2018	05/15/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Abilene ISD Pre-K program currently utilizes a written on-going monitoring plan that ensures that all program goals and objectives, including those of the collaborative partnership with TRS-4 providers, are met. A detailed monthly responsibilities chart (EXCEL spreadsheet) has been developed to assure that all activities, projects, plans, etc., are assigned to a program manager, a timeline for completion is established, and that all scheduled activities are completed satisfactorily within the required timelines. Program administrators meet with program coordinators on a monthly basis to review written program component reports and to review the responsibilities chart, noting dates of completion for project goals and activities and collecting other pertinent data that is useful for monitoring progress toward completion of project goals and objectives. This monthly monitoring and review process allows program staff to determine when adjustments are needed. When the need for an adjustment is identified, program administrators and staff work together to revise goals and objectives or establish new ones. All changes are communicated verbally in monthly monitoring meetings, and in written form when appropriate.

Ongoing monitoring of student progress will be completed three times a year using the CLI Engage monitoring tool. Data obtained will be analyzed by project staff and individualized intervention plans will be implemented for each student. Monitoring data will be used in conjunction with CLASS observation results to inform staff development and to make needed program adjustments. The Project Coordinator and L.E.A. administrator will monitor training activities, the purchase/implementation of grant funded furnishings, instructional materials, and technology, and the implementation of the Frog Street curriculum to assure project goals are met. In all cases, needed changes will be communicated directly with project staff, teachers, parents, students and members of the community in verbal and written format when appropriate.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Abilene ISD and the Day Nursery of Abilene have partnered for the last 10 years in an informal Texas School Ready SRI model, successfully addressing challenges and barriers that have occurred over that time period. They also partnered during the 2007/2008 school year to allow the ISD to operate a preschool program in classroom space of two of the Day Nursery facilities to help provide some relief for the AISD PreK waiting list. The current and well established partnership has consistently demonstrated that each of the partnering agencies has a strong history of proven program success and cooperative collaboration. The AISD program administrators meet frequently with Day Nursery staff to assure that the program is running smoothly, program goals and activities are monitored, and that any issues are addressed in a timely manner. The L.E.A. and the TRS-4 partner will collaborate to leverage assets and share resources in order to assure the continued sustainability of the project. Pre-qualified pre-kindergarten eligible children fund the certified teaching positions for this project as additional children reduce the waiting list each year when offered pre-k services through the contract for educational services with Day Nursery. The L.E.A. will continue to leverage A.D.A funds to assure continuity of the partnership over time and the Day Nursery will continue to seek and obtain funding for subsidized child care to provide wrap-around care for enrolled children in need of extended child care services. The Day Nursery administrators will work to assure that future TRS evaluations result in maintenance of the TRS-4 designation and continuation of project eligibility. At inception of the agency the Day Nursery of Abilene was a Title XX child care provider and until CCMS was implemented in the early 1990s was the sole provider in Abilene contracting directly with the State of Texas to provide subsidized child care for low-income working families. At the onset of the first quality improvement model under CCMS in Texas (Designated Vendor (DV), Day Nursery was the first to receive this quality designation in Abilene in 1992. It has continued as TRS centers and provides care for close to 20% of all the eligible families receiving subsidized child care in the 19-county West Central Texas region. Additionally, Day Nursery of Abilene receives United Way community funding for its childcare program and enjoys other strong community support.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 221-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monthly data analysis, progress monitoring and completion of the Responsibility Chart	1.	Data collected monthly indicates positive progress toward project goals
		2.	Monthly Responsibility Chart indicates project activities completed
		3.	TEA monitoring & compliance tool documents grant project in compliance
2.	CLI Engage student progress monitoring completed three times annually	1.	All students' assessments are completed and results analyzed
		2.	Intervention plans are implemented for all students based on results
		3.	Kindergarten readiness assessments indicate students are school-ready
3.	Staff training activities completed/evaluated/monitored for needed adjustments via CLASS & staff observations	1.	Training plans are developed/implemented for all instructional staff
		2.	Handouts and sign-in sheets are on file to document staff participation
		3.	CLASS observations, coach/mentor observations, TEA monitoring tool notes and other documentation of program quality are on file
4.	Grant funded expenditures, staffing, curriculum implementation monitored	1.	Payroll records, Bids/P.O.s for purchases are on file
		2.	Curriculum implementation and classroom environment monitoring on file
		3.	Kindergarten Readiness assessments indicate students are school-ready
5.	TRS-4 center assessments and periodic monitoring	1.	Day Nursery's monitoring activities are completed and on file
		2.	Day Nursery's Cedar Street center maintains 4-Star designation
		3.	Day Nursery's Sherry Lane and Vine Street Center's achieve 4-Star rating

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected and reported in written form on a monthly basis in order to inform quarterly and cumulative data reporting. Data collected will include the completed Monthly Responsibilities Chart documenting completion of project activities; the total number of contractual partnerships with TRS 4-Star providers by name; the total number of SRI models, personnel records documenting the number of staff funded; staff professional development plans; training records (certificates of completion, sign-in sheets) documenting the teachers and caregivers who participate in professional development activities; coaching/mentor records to document the number of teachers and caregivers who receive technical assistance; purchasing records; on-going CLI Engage child development assessment reports; enrollment/attendance records documenting the number of children receiving PreK services through the partnerships; BOY, MOY and EOY progress monitoring of students; Kindergarten readiness results for prekindergarten students enrolled in TRS 4-Star provider classrooms and determination of whether the results are similar, above, or below results for prekindergarten students in the L.E.A.'s traditional school-based classrooms; and the results of the monitoring and compliance tool provided by T.E.A. LEA administrators and Day Nursery administrators will meet to review and evaluate the Monthly Responsibility Chart and other data collected to identify any issues, problems or areas of concern. When an issue/concern is identified, the L.E.A. administrators and TRS 4-Star provider staff will meet to develop corrective action plans. Any corrective action plans developed will be monitored as a part of the monthly monitoring activities. Needed corrective actions will be shared verbally and in writing when appropriate with collaborating partners and project staff. Two Day Nursery centers are in the process of obtaining their 4-star designation. Under the new TRS regulations the only area that did not meet the 4-star criteria was in Category 3/Curriculum. The centers were using curriculum guides for infants and toddlers authored by Dr. Pam Schiller which the assessors determined lacked scope/sequence requirements. Despite her efforts to provide written documentation on behalf of the Day Nursery that the guide met those requirements, the center's star level granted was 3 vs. 4. As soon as a reassessment was allowed, the Day Nursery made the request. The reassessments for both centers are scheduled for November 2016.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 221-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)**For TEA Use Only**

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County-District Number or Vendor ID: 221-901		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 221-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:221-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 221-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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